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ABSTRACT

Two instructional models offer alternatives to the traditional lecture-discussion of undergraduate teacher aspirants. A self-paced model is composed of videotaped lectures, a learning package, and the use of both student proctors and instructor contact. Each student must develop his/her own time to be allotted structure for the course. An affective model puts students in contact with a faculty member in an informal setting. Human relations and sensitivity are developed, and students examine themselves as future teachers. The self-paced model is highly mediated and cognitive; the affective model, oriented toward personal interaction. Material for the cognitive dimension of the course was videotaped in 1973. Over 200 students who attended live lectures were compared with 200 attending TV lectures. Test results showed the mean score favoring the TV lecture series, but attitudes toward the course dropped with TV lectures. Attitudes improved and additional gain was made on test results when the course was offered in a small viewing room and student proctors added for tutoring. The affective dimension was later assimilated into the mainstream professional sequence. Results and experimentation supported its value in aiding academic success and positive self-concepts. (Author/JBH)

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EXPLORING COMMITMENT TO TEACHING THROUGH PERSONALIZED DELIVERY SYSTEMS IN AN INTRODUCTORY EDUCATION COURSE

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EXPLORING COMMITMENT TO TEACHING THROUGH PERSONALIZED DELIVERY SYSTEMS IN AN INTRODUCTORY EDUCATION COURSE

Two instructional models offer alternatives to the traditional lecture-discussion of undergraduate teacher aspirants. A self-paced model, Orientation to Public Education, is composed of videotaped lectures, a learning package including textbook, student proctors, and instructor contact. Each student must develop his own time allotted structure for the course. An affective model is the Professional Development Seminar (PDS) which puts students in contact with a faculty member in an informal setting. Human relations and sensitivity are developed, and students examine themselves as future teachers. The first model is highly mediated and cognitive in nature while the second is oriented to personal interaction.

The material for the cognitive dimension of the course was placed on video tape in 1973. Over 200 students who attended live lectures were compared with the same number of students who attended TV lectures. Test results showed the mean score favoring the TV lecture series. Attitudes toward the course, however, dropped with TV lectures. In order to deal with attitude drop, the course was offered in a small viewing room with multi-time options. Student proctors were added to tutor students. Attitudes improved and additional gain was made on test results.

The affective dimension was assimilated into the mainstream professional sequence after several years as a federal project. Results and subsequent experimentation supported its value in aiding academic success and positive self concepts through developing human relations skills. Preliminary results indicate that the affective seminar is viewed as one of the most positive academic experiences in college and assists students on the path toward career choice. The two delivery systems help students explore their commitment as aspiring teachers.

EXPLORING COMMITMENT TO TEACHING THROUGH PERSONALIZED DELIVERY SYSTEMS IN AN INTRODUCTORY EDUCATION COURSE

Description:

Two alternatives to the traditional lecture-discussion are required of all undergraduate pre-service teacher aspirants in their initial professional course sequence. The traditional Orientation to Public Education course was divided into two discrete credit components: (1) A self-paced cognitive model, and (2) a human relationships development affective model. The self-paced model is composed of video-taped lectures, a complete learning package including the course syllabus, a basic textbook, checkpoints manned by student proctors, availability to the instructor, and progress communications from the instructor. Each student in the self-paced course is asked to adopt or develop a personal structure for going through the course. The human relations model puts 15 students in contact with a faculty member who utilizes a structure for having the students examine themselves in relation to the tasks encountered by the classroom teacher.

Development:

Originally the course was an Orientation to Public Education that included two hours per week of lecture-discussion and a series of observations in the schools. In the mid-sixties when enrollments exploded the observation component was dropped and replaced with simulated experiences, usually in the form of films or quest lectures. The class size also exploded from 25-30 per section to 100 plus per section. The larger class size did not allow for personal interaction

enjoyed by earlier introductory classes. In the late 1960's the College of Education became involved in a Federal Research Project dealing among other things, with student attrition for academic reasons among reasonably able students. One component, the personal development seminar, was found to be valuable structure for helping students know themselves, others, the institution, and the teaching profession. The results of the research project caused the College to re-examine the basic course and to redesign it with the inclusion of the Personal Development Seminar (PDS) as an integral part.

The small class size for PDS, (12-15 students per faculty member) was financed through enlarging lecture sections--usually to over 200 students per section. The large lecture section model limited the student's schedule because of limited time options which resulted in conflicts with other interests of, or requirements for, the student. The large lectures were concerned with the survey knowledge related to the teaching profession and allowed for little or no student-teacher interaction. In order to meet the problems of student scheduling, an institutional grant was obtained for placing the lectures on color video tape. A graphic artist from the television staff atterded each lecture for an entire semester and with the instructional staff planned an outline for each lecture. The lectures were designed in a 45-minute format and were videotaped in the Spring of 1973. The video tapes were developed to offer visual and audio variety of presentation not usually possible in the live lecture.

The tapes were tested in the Summer 1973 session and offered with many options in Fall 1973. Test results on mid-term examinations given to over 200 students who in earlier years attended live lectures were compared with the same number who had TV lectures in the Fall 1973.

The findings indicated that the TV lecture series produced higher test grades. However, attitudes toward the course were more negative with the TV lectures than with the live lectures. In order to deal with criticism of TV lectures the tapes were offered to students in a small viewing room with increased multi-time options available to the student. In the 1974-75 school year, student proctors were added for the purpose of tutoring students needing help or clarification and to guide those with serious problems to the instructor. Attitudes toward the course did improve and additional gain was made on mid-term test results after increased viewing options and student proctors were added to the operation.

In the Spring of 1975, the original two-credit course was divided into two discrete one-credit courses. Orientation to Public Education is a one-credit course based upon the self-paced TV lectures and the Professional Development Seminar (PDS) is a one-credit module of its own. Total faculty responsibility was given to one instructor for Orientation to Public Education (the TV lecture course) and 24 College of Education faculty members were involved with the Professional Development Seminar during the Fall 1975 semester.

Objectives:

The primary objectives for self-paced Orientation to Public Education are the traditional cognitive objectives of the initial professional course. The survey course explores the foundations of education--its goals, professional responsibilities, ethics, technical vocabulary, methods, curriculum, and career demands. Secondary objectives are for the student to experience a mediated, self-paced course with behaviorally stated objectives, formative testing, peer teachers, and summative tests that are criterion referenced and administered by the University Testing Center. Through this type of experience the

aspiring teacher can make initial judgments regarding the advantages and disadvantages of self-paced mediated instruction.

The objectives of the Professional Development Seminar (PDS) are: (1) to develop self knowledge as it relates to career choice as teacher; (2) to develop human and social relationships among the class members; (3) to build a strong identity with the College of Education, the University of Wisconsin-Oshkosh, and the teaching profession; (4) to provide group and individual counseling and advisement; (5) to orient the student to university services, facilities and programs; (6) to develop the art of "schoolsmanship" by opening channels of communication between student and faculty and by improving study skills; and (7) to develop student responsibility and leadership. A handbook for the seminar lists the objectives and offers the faculty members suggested activities for meeting these objectives.

Personnel Involved:

The TV video tapes were created and developed by Professor Edward B. Weisse with cooperation from the TV staff of the University, a College of Education staff member with expertise in instructional technology, and a graduate assistant who had taken the course and who served as critic from students' point of view. Twelve students formed an acting company for acting out vignettes and giving other visual support to the basic material. A director-producer from the TV staff plus a graphic artist were deeply involved in the development of the video series. A fellow staff member, a graduate student, and the graphics person from TV staff were deeply involved in redesigning the basic textbook utilized in the course. Many staff members reacted to an earlier text which aided in the revised edition that is part of the present instructional package.

The Professional Development Seminar grew out of a federally funded research project directed by the Dean of the College of Education. The

Dean and staff members with expertise in group dynamics and the development of human resources prepared objectives and suggested activities for PDS leaders to use. In the Summer of 1975, Dr. Weisse and Dean Bowman developed a handbook based upon the success experiences of many staff members, this handbook presently serves as a guide for the PDS.

Budget:

The PDS component was an outcome of the Dean's federally funded (two years at the $60,000 level) project and the TV series was given an institutional grant of $6,000 to develop fifteen 45-minute TV lectures. Most other funding was obtained by reallocation of basic resources already utilized by the basic course in its traditional mode of instruction. There is need for continuing instructional support budget to update the TV tapes and to add new dimensions to the course. The two one-credit courses presently service about 600 students per year.

Contributions to the Improvement of Teacher Education:

Two nontraditional instructional models greet students in their initial professional course. Through the experience the student encounters the self-paced video lecture accompanied by a complete learning package including the basic textbook, checkpoints manned by student proctors, test given by the University Testing Center, and periodic communications from the course instructor. The student also is involved in an affective seminar in professional development that encourages self-examination in relation to others and in relation to the career demands of a teacher. These two instructional models expand the incoming student's view of how teaching is being accomplished in today's schools. The PDS model was presented at one of the AACTE sectionals in 1971. The results of the PDS project were published in the Journal of Teacher Education[1]. Three

[1]Bowman, David L. and Larry Campbell. "An Attack on High Attrition of University Under-Achievers," Journal of Teacher Education, Vol. XXII, Number 2, Summer 1971

private liberal arts colleges in Wisconsin were federally funded for three years under Title III of the High Education Act with the University of Wisconsin-Oshkosh in the Attrition Reduction Consortium project. In this project PDS models comparable to the one on the University of Wisconsin-Oshkosh campus were developed. Numerous consultant visits have been made by the Dean to University campuses expressing interest in the PDS model and results from the original research project are available through ERIC.

Evaluation Methods and Results:

Parallel achievement test forms have been given in Orientation to Public Education for the past eight years. Eight years ago a lecture was given, a discussion section went over the assigned readings and the lecture. The mean for the students in the late sixties was about 78 percent on the exams. This mean was fairly consistent until the TV format was introduced in the Fall of 1973. At that time it raised about four percentage points. During the current semester the mean is up to 85 percent on parallel forms. In 1971-72 an experimental program with large numbers of freshmen enrolled in the PDS and a control group which was not enrolled in PDS provided several findings: (1) grade point averages of freshmen enrolled were somewhat higher than in previous years; (2) the positive self-concept of those in PDS increased more than that of the control group over the same period; and (3) the PDS experience appeared to enhance a healthy view of self in relation to other people. A survey of 550 students enrolled in PDS revealed overwhelming support for its continuance. Over 80 percent of those surveyed indicated that it was the best or one of the best course experiences during that year in college. Positive student feedback has continued to date.